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THE ASSOCIATION FOR EDUCATION BY RADIO

Who? What? Where? When?

Charles A Siepmann, director, New York University Film Library, has a challenging article, "The Responsibility of Radio," in the January, 1947, issue of *The News Letter*.

Fordham University announces a Radio Institute, July 7 to August 15, inclusive. Worthington Miner, CBS television manager, Morton Gould, composer-conductor, and other radio notables will provide the instruction.

George Crandall and **Arthur Perles**, director and assistant director, respectively, CBS Press Information, began March 14 a five-week course, "Publicity and Public Relations in Radio," at the New School for Social Research, New York 11.

Arno Huth, Ph.D., Berlin, well known for his research work in Europe on international broadcasting, began on February 4 a fifteen-week course of lectures on international broadcasting at the New School for Social Research, New York 11.

E. W. Ziebarth, Minnesota AER president, and educational director, Central Division, CBS, conducted evening classes in the art of talking over the radio for Minnesota's state legislators February 24, March 3, and March 10 in the WCCO studios, Minneapolis.

Hazel Kenyon Markel, WTOP director of community service and education, began on February 12 a course, "Radio in the Classroom," for Negro teachers and education students at Miner Teachers College, Washington, D. C. More than one hundred have enrolled.

Allis Rice, who has been writing, performing, and producing children's programs in connection with her work in the Radio Guild, Station KUOM, University of Minnesota, began work March 3 as a script writer on the elementary grade level at Station WBOE, Cleveland.

Kay Stevenson, whose direction of *Julius Caesar* in the series of school broadcasts by the Canadian Broadcasting Corporation won a first award at Columbus last year, presented *Macbeth* in five weekly installments, February 14 to March 14, inclusive, at 10:45 a.m., AST, over the Trans-Canada network.

Station WTCN, Minneapolis, is offering again this year, through the Minnesota Radio Council, a scholarship to the 1947 graduate of a Twin City high school, public or private, who shows the most promise in the field of radio writing or broadcasting. The 1946 award went to Barbara Doris Brabec, now majoring in dramatics at the University of Minnesota.

Margaret Harrison, author in 1937 of *Radio in the Classroom*, one of the earliest books in the field and for many years the standard work, spent the week of March 3-7 in Minneapolis. The purpose of her visit was to audit high school students for the weekly discussion panel of *It's Up to Youth* and to complete other arrangements for the broadcast of March 19.

The *Journal of the AER*, published monthly except June, July and August by the Association for Education by Radio, Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent: 111 Northrop Memorial Auditorium, University of Minnesota, Minneapolis 14, Minnesota. The *Journal of the AER* goes to all members of the Association. Annual dues \$2, of which \$1 covers a year's subscription to *The Journal of the AER*. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to 228 North LaSalle Street, Chicago 1, Illinois. Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945 at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.

Willard E. Goslin, superintendent of schools, Minneapolis, has an important article, "The Place of Radio in the Curriculum," in the February, 1947, *The American Teacher* [pp. 11-14].

Kenneth Bartlett, director, Radio Workshop, Syracuse University, is a member of the AER Television Committee. His name was unintentionally omitted from the committee list which appeared in February.

Station KUOI, University of Idaho, Moscow, became the 50th member group in the Intercollegiate Broadcasting System. It joined this national organization of campus radio stations December 18.

Intercollegiate Broadcasting System announced recently the election of the following new officers: Dr. Russell Potter, president; Roger Clipp, vice-president; Judith C. Waller, secretary; and Guy della-Cioppa, treasurer.

Gretta Baker, Radio Department, *The American Mercury*, advises that the eight scripts in the 1946-47 series may be secured by sending fifty cents to her at 570 Lexington Avenue, New York 22. A sample script may be obtained for ten cents.

School Teacher, 1947, was the title of a trilogy of half-hour programs presented February 16-17 over the ABC network. Since recordings are now available, it should be widely used for the benefit of teachers, prospective teachers, and the lay public.

Station WRSU will be the designation of a campus-coverage radio station which the students of Rutgers University, New Brunswick, New Jersey, plan to have in operation by late spring or early fall. A trial membership in the Intercollegiate Broadcasting System has already been granted.

Fred Waring made a significant advance in using radio for musical education when, on March 28, he demonstrated by radio from New York, using his own glee club, how a series of three songs should be sung by a chorus of music educators who rendered them on a program later in the day in Salt Lake City.

Professor Burton L. Hotaling, formerly assistant professor of journalism, University of Wisconsin, and a former member of the radio news staff, Station WTMJ, Milwaukee, has joined the faculty of Rutgers University, New Brunswick, New Jersey. He is teaching radio news writing and analysis. It is the first time radio courses have been offered at Rutgers.

E. Everett Clark, chairman, New England Committee on Radio in Education, and **Dr. Daniel L. Marsh**, president, Boston University, announce a Summer Radio Workshop at Boston University for three weeks beginning July 7. It is intended as an intensive course of training for teaching personnel and is under the sponsorship of the six New England commissioners of education.

Station WFUV, Fordham University's new FM station, is scheduled to go on the air sometime this spring.

Rutgers University, New Brunswick, New Jersey, will soon have a first-rate recording studio. The funds were provided as its tenth anniversary gift by the Class of 1936.

Charlotte Adams, food and homemaking expert for Station WQXR, New York, addressed the Student Radio Workshop, Vassar College, February 20. Mrs. Adams is an alumna of Vassar.

Michael R. Hanna, general manager, Station WHCU, Ithaca, New York, is teaching a new, special course in public relations at the New York State School of Industrial and Labor Relations, Cornell University.

William D. Boutwell announces the following panel of judges for Scholastic Writing Awards: Erik Barnouw, Gloria Chandler, Margaret Cuthbert, Harriet Hester, Frank Ernest Hill, and Robert Saudek.

NATIONAL OFFICERS

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MARY E. GILMORE, *Pacific Northwest*, director, KBPS, Portland, Oregon, public schools.

RICHARD H. REEVE, *Southwestern Pacific*, 2500 Sixth Ave., Sacramento, California.

KENNETH CAPLE, *Canadian*, director of school broadcasting, British Columbia, Canada.

ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate, professional fraternity in radio. **SHERMAN P. LAWTON**, *Executive Secretary*, University of Oklahoma, Norman, Okla.

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APRIL, 1947



TRACY F. TYLER, Editor

VIRGINIA S. TYLER, Assistant to the Editor

VOLUME 6, NUMBER 8

GEORGE JENNINGS, Business Manager

Emergencies Dramatize Radio's Service to Education

IT IS INTERESTING to look back occasionally and compare the predictions of yesterday with the actuality of today. Commissioner John W. Studebaker rendered a real service to all of us when he did just that for radio in the service of education last month in his brief but significant analysis, "Prospect and Retrospect."

Emergencies, accidents, or calamities, rather than planned progress, however, often play a large part in establishing new teaching techniques and in gaining wide acceptance of new methods which, though often of proven worth, have never enjoyed widespread use. A few illustrations might be of interest:

The Chicago Radio Council celebrates its tenth year of existence this coming Fall. Many of us may have forgotten the incident which, more than anything else, gave birth to this important example of broadcasting valuable curricular materials to the classrooms. It is a matter of record that a polio epidemic which closed the schools in Chicago led to a cooperative arrangement between the school authorities and the radio stations. Students heard specially prepared radio programs in certain learning areas, and thus their educational losses during the forced vacation were somewhat lessened. The Chicago schools have been in the broadcasting business ever since.

The Twin Cities of Minneapolis and St. Paul faced a similar crisis in the Fall of 1946. A polio epidemic, which had reached serious proportions by mid-Summer, had led health authorities to defer the opening of school for two weeks. Furthermore, even before the regular school opening date, children had been urged to stay at home and avoid crowds. Station KUOM, with the assistance of the other Twin City stations, and in cooperation with school authorities, served stay-at-home youngsters during both emergencies with a special radio service more extensive and comprehensive than had ever been offered in a single community before. Newspapers cooperated in presenting complete program announcements. The details of this important project were discussed last month in Northrop Dawson's article, "KUOM Meets an Emergency."

Later, last Fall, when St. Paul teachers struck and there was, at the same time, a threat of a similar strike by Minneapolis teachers, Station KUOM once more stepped into the breach. Special educational programs were again prepared and presented, this time with the cooperation both of the striking teachers and the school authorities. The programs rendered important assistance to the St. Paul children whose schools had been closed and demonstrated once again that radio could render a potential service far beyond that which its present only limited acceptance and use in the schools of the nation would indicate. Once more, newspaper cooperation provided detailed information about the programs.

In late November, the public schools of Denver were

closed because of the coal shortage. Denver radio stations prepared programs for the 55,000 pupils who would normally have been in their classrooms. Broadcasts dealt with such subjects as current events, arithmetic, English, and history. The newspapers cooperated by publishing assignments and listing the programs intended for students. Neighborhood listening posts were established to enable children to hear even though their homes lacked radios.

Thus, there is evidence that in polio epidemics, coal shortages, and teachers' strikes school authorities, teachers, pupils, and the public at large have discovered that radio can render a real service in furthering educational objectives.

Why then is it that, although scientific studies demonstrate conclusively the value which radio use offers in the attainment of educational objectives, school use of radio is still the exception rather than the rule in the nation as a whole?

Perhaps lack of equipment is the most frequent reason advanced by school teachers themselves. Such was the finding of the study, *Radio in the Schools of Ohio*, carried on in 1941 by Seerley Reid. But this writer doubts that lack of equipment is the real reason. He contends that the teachers themselves are the ones really responsible.

Fundamentally, progress in any field [and education is no exception] depends on individual ability, insight, determination. Too many of today's teachers lack these qualities. Too long has teaching been regarded as a sort of "stop-gap"—a step to something better. Too many people, parents even, have believed that anyone, unless he be a moron, could teach. High scholastic ability, seemingly, was of little importance. Some even maintained that a four-year high school course plus a brief period of teacher training was all the preparation needed for teaching. And, because of such reasoning and general public apathy, salaries paid teachers in the United States stayed at absurdly low levels, and the prestige of the profession was on a correspondingly low plane.

There are signs that the public is becoming more aware of the importance of teaching. There is even the possibility that salaries and conditions of employment will be raised to the point where teaching as a profession will attract a reasonable proportion of the best students. Then the time may come when parents will look upon teaching as the highest calling into which a young person could aspire to enter, and will feel prideful if a son or daughter chooses teaching as a life work.

When that time comes, and our schools are staffed with carefully selected, thoroughly trained, experienced men and women of high ability, we will see the school use of radio attain universality for the first time. Until then, all of us must continue to demonstrate through continued effective use that radio can render valuable assistance in the achievement of important educational goals.—TRACY F. TYLER, *Editor*.

The President's Page

OVER TEN YEARS AGO I attended an NEA meeting in New York City. One session presented a radio play followed by a panel discussion on the use of radio in education. At the end, a teacher arose in the balcony and in an enthusiastic voice called out, "Where can we learn more about radio? Where can we see other demonstrations of this sort?"

Steadily through the years her cry has been answered. In some sections, radio workshops have been set up, radio techniques have been demonstrated, all types of radio classes, including utilization, have been offered, and opportunities have been afforded teachers to learn about the practical use of radio in the cause of education. Where these activities have been closely correlated with the entire school system, definite progress has been made. I wish we might say that this has happened in all parts of the United States; that all teachers have been given opportunities to examine radio as an educational tool.

It is the responsibility of every AER member to promote understanding of radio in his community. Much more attention must be given to ways and means of acquainting teachers with the power and possibility of radio in education and administrators and professors of education must assume leadership in this field. The recent conference in St. Louis which is reported elsewhere in this issue, might serve as a good example for the entire country.

St. Louis Conference

Robert B. Hudson gave even the old timers food for thought in his discussion of the social dimensions of radio. He described American radio as restless, nervous, highly commercial, technically of high standard, often loud and vulgar, but often serious. He pointed out that programs like *Open the Door, Richard!* and *Pot of Gold* were just as characteristic of America as a more serious program. Mr. Hudson, in his review of the social aspect of radio from its very beginning, made all realize that this medium must be regarded from various angles to get the true picture of its force and possibilities.

Superintendents Lead the Way

Philip J. Hickey, superintendent of instruction, St. Louis public schools, not only approved of the meeting, but took a most active part in the proceedings. He introduced the speakers of the morning who were Vierling Kersey, superintendent of schools, Los Angeles, California; Harold B. McCarty, director, Station WHA, University of Wisconsin; and Dr. James W. Clarke, minister, St. Louis. These speakers looked at radio from various angles—the administrator, the teacher, and the parent.

Dr. James W. Clarke, speaking as a parent, warned us of our responsibility to "help radio mind its manners." "The one medium," he said, "which has the opportunity to re-establish home as the center of the community sometimes astonishes its listeners by the unworthy material that pops out of the Pandora Box." Dr. Clarke was not content with analyzing the content of this medium "which jumps rivers and mountains," but proposed a number of reforms for American radio which would force it to a higher level. He suggested elimination of all dull speakers, regardless of their position; addition of more cultural programs at advantageous hours; establishment of a national advisory group; and proposed that a St. Louis School of the Air could help in the education of adults as well as children. We are so accustomed to hearing teachers and radio educators wax enthusiastic in radio's cause, but I am certain that if the teachers of America could have heard the Reverend Mr. Clarke, they would have been awakened to the deep responsibility that is theirs to guide in the wider utilization of radio.

The teachers adjourned at noon to the AER luncheon meeting where full opportunity was given me to emphasize the objectives of the AER and to invite those interested to join the organization. Again Superintendent Hickey chairmaned the meeting and the presence of advisors, administrators, leaders of the teachers organizations, and community groups showed that radio education was championed by all, not by a few who have "to sell the idea to others."

Friday afternoon marked the recording of St. Louis's contribution to the Canada-United States Transcription Series. I am certain that these teachers who observed the preparation of the program that would interpret their city to the rest of the country would be more than eager to use contributions from other places in their classroom and so promote an understanding of the people of the world among their students. This climax of the day's offerings might well be repeated all over our land. Teachers like to go behind the scenes and like to have a part in the preparation of materials for their students.

What Can We Do?

Summer sessions are now being planned. Programs for the fall meetings are now being reviewed and set up. If each of us could make certain that on these programs in our own area, radio has a place, it would do much to promote this medium in which we are all most interested. Those of us who have any affiliation with teachers colleges should make an earnest endeavor to promote the introduction of courses on utilization of radio in the classroom. More than this, we should aid in the promotion of the use of these modern tools in the instruction of future teachers so that they may "teach as they have been taught."

The conference at St. Louis is but one of many that have been presented this year, but it is gatherings like this where all participate that renew our faith in the progress of education. It is conferences like these that make us understand that teachers, despite their meager budgets and lack of equipment, are endeavoring to share ideas with each other and to understand the forces that are molding the attitudes and thinking of those in their charge.

Congratulations to Dorothy Blackwell and others in the St. Louis area who were instrumental in establishing this conference. *Let us look forward to the promotion of hundreds of other radio conferences during the coming summer and the fall of 1947.*—KATHLEEN N. LARDIE.

17th Radio Institute at Columbus, May 2-5

PUBLIC SERVICE—liberally studded with brass tacks—will be the basic consideration when the Seventeenth Annual Institute for Education by Radio convenes in Columbus, Ohio, May 2-5. Specifically, the 1947 affair, sponsored as have been its sixteen predecessors by the Ohio State University, will concentrate on the issue: "Public Service—How To Do It and Keep Listeners."

Plenty of practical discussion on what small stations can do, plus an over-all emphasis on specific and concrete suggestions that can keep stations high in listenership and still on the right side of the "Blue Book" will be the guiding focus of the four-day event, according to Dr. Harrison B. Summers, acting director of the 1947 affair.

At least seven important sessions will deal directly with the still-burning topic of public service and what it means on a day-to-day programming basis. Three more will deal indirectly with the problem by hitting the controversial issues of the times with which radio frequently must deal.

Leading off will be the opening general session of the conference built around the familiar theme: "Public Interest, Convenience and Necessity," with Lyman Bryson, CBS counselor of public affairs, presiding. Panel speakers lined up thus far for the kick-off session include Edward R. Murrow, CBS vice president; William Fay, vice-president, Stromberg-Carlson Company; and Robert K. Richards, managing editor, *Broadcasting*.

Two work-study groups—one on women's programs for local stations and the other on "Developing Live Programs on Small Stations"—will carry out the principal conference trend of down-to-earth talk about what public service responsibility, together with daily broadcasting problems, means on the local level. Betty Wells, Station KRNT, Des Moines, Iowa, will chair the women's programs group and Richard Shafto, Station WIS, Columbia, South Carolina, will head the small station live programming discussion.

The Children's Programs panel, supervised by Dorothy Gordon, moderator of the New York *Times* Youth Forums, also hits the down-to-earth

trail, with representatives of networks, local stations, sponsors, agencies, radio editors, parents, psychologists, educators, religious leaders, and sociologists, all pooling viewpoints on the



I. KEITH TYLER, *AER* national past president; director of radio education, Ohio State University; and director, Seventeenth Institute for Education by Radio.

topic. Recent increase in interest on the subject, plus considerable attention from radio columnists, indicates the meeting will be one of the liveliest of the smaller sessions. Edgar Kobak, MBS president, will represent the network point of view on the session.

More "brass tacks" are scheduled with two section meetings on "Promotion of Educational and Public Service Programs" and "Clinic for Educational and Public Service Directors." Supervising the first is Louis Stark, director of school broadcasting services, Westinghouse Electric Corporation, and chairman for the clinic will be Luke Roberts, Station KOIN, Portland, Oregon.

One of the biggest controversies of broadcasting since radio was in the crystal set stage—"Should Radio Have An Editorial Policy?"—will be the topic of the final general session at 2 p.m. on Monday with Dr. I. Keith Tyler, Institute director, who is expected to return from his present service with an education mission in Germany by

mid-April, presiding at the meeting. Panel speakers for this session will include Roger Baldwin, chairman, American Civil Liberties Union; Allen Sayler, radio representative, UAW-CIO; Paul Walker, FCC commissioner; and Paul Spearman, well-known radio attorney.

Labor relations, religious and racial tensions, U. S. State Department participation in broadcasting, and possible new radio legislation—four other topics high on the "top controversy" list—will come in for their share of attention if present plans shape up.

Meet the Press, Mutual Broadcasting System's popular discussion program, will originate at the Institute as a pre-conference session.

"Radio and Labor" will be discussed at a general session with Morris Novik, radio consultant and former assistant in radio to ex-Mayor Fiorello H. LaGuardia, as chairman.

The "Radio and Minorities" panel will be chaired by Howard LeSourd, director, Institute for Democratic Education.

A new section meeting—with three State Department radio representatives on hand to answer questions—will be instituted on the topic "Understanding American Foreign Policy" with emphasis on the use of public information agencies. State Department officials have promised that pointed questions on "propaganda" and its place in the policies and programs of the State Department will be answered by panel members.

Other general sessions will be on "UNESCO's Role in Radio and Films," to be held jointly with the Educational Film Library Association, which is holding its annual meeting with the Institute this year, and "Radio and Higher Education," which will feature an origination of the *Chicago Round Table*, to be followed by a panel comprised of FCC Commissioner Ray C. Wakefield; Judith C. Waller, public service director, NBC Central Division; Charles A. Seipmann, director of communications, New York University, and author of *Radio's Second Chance*; and E. W. Ziebarth, educational director, CBS Central Division. Chairing the panel will be Kenneth Bartlett, director, Syracuse University

Radio Workshop.

Participants in the UNESCO general session will be I. C. Boerlin, president of EFLA, presiding; Jean Levy, director of films for the United Nations; Richard S. Lambert, director of school broadcasts, Canadian Broadcasting Corporation; and Herbert Abraham, State Department consultant to UNESCO.

Many of the Institute's long-standing work-study groups will again be in evidence, aiming this year to follow the practical-suggestions line of discus-

sion. Agriculture, radio news, junior town meetings, music, national organizations, radio research, radio production, educational and campus station problems, public relations broadcasting, and many more will be on the agenda.

Outstanding in the section meeting groups will be the panel on "The Radio Editor's Responsibility to Broadcasting," chaired by Saul Carson, formerly of *Variety*, and "The Social Responsibility of Radio Writers," directed by Erik Barnouw, director of scriptwriting, Columbia University.

High School radio workshops, occupational opportunities for students in radio, adult education, public health, teen-age programs, FM, and radio councils will each have a meeting for their interest areas.

The announcement of awards for the Eleventh Annual Exhibition of Educational Radio Programs, which this year set a new record with over 500 entries in 15 public service classifications, is also scheduled for the four-day meeting. Award-winning programs will be available for auditioning.

In Seattle—Youth Views the News!

BOB: YOUTH VIEWS THE NEWS! [applause—we hope] This regular Sunday morning KOMO public interest feature, Youth Views the News, is being transcribed at a regular assembly of the over fifteen hundred students of Ballard high school. . . . four Ballard students have been selected as the main speakers, and their opinions will be supplemented by others who volunteer their opinions from the audience. This program is sponsored by the Seattle public schools, the Seattle Junior League, Incorporated, and station KOMO. The opinions expressed do not necessarily represent those of the sponsoring organizations. And now I'll turn the show over to the regular moderator of Youth Views the News, one of KOMO's news editors, Millard Ireland.

SOUND: TERRIFIC, CATACLYSMIC, TUMULTUOUS ACCLAIM . . .

IRELAND: Thank you, Bob Hurd. . . . Ladies and gentlemen . . . although free speech is guaranteed to us in the Constitution, it would be a mistake to assume that it is here to stay for that reason. It is still incumbent on us to protect it—and use it. That's why we are availing ourselves of this opportunity to foster free speech in the high schools of Seattle.

Free speech is the cornerstone of American democracy. Therefore, it is fitting that we precede our exercise with the pledge of allegiance to the flag. I'll ask the president of the student body to lead us in the pledge at this time.

SOUND: PLEDGE OF ALLEGIANCE

MANY SCHOOLS in various sections of the country have cooperated with local radio stations in producing public discussion type school broadcasts. In Seattle, *Youth Views the News*, done in co-operation with Station KOMO and the Junior League, Incorporated, has become one of the outstanding educational broadcasts to be heard in the Pacific Northwest.

The project had its inception in a conference between the, then, radio chairman for the Junior League, Incorporated, Mrs. Carl Jensen; the KOMO producer, Mr. Hurd; the director of social studies for the Seattle

public schools, Chester Babcock; the director of language arts for the schools, Edna Sterling; and the author, who is director, Radio Workshop Studio, Seattle public schools.

In this conference, the general format of the show, the objectives of the broadcasts from the standpoint of the schools, the station, and the Junior League, and organizational details were carefully considered. Transcriptions of similar broadcasts done in other areas were heard. Among other points, it was agreed that the broadcasts were to be considered primarily as a means of motivating study of particular current problems in social studies classes.

After "due academic processes" the project was given approval by all the necessary agencies. The first program in the series was presented at Lincoln high school, Seattle, on Thursday, October 10, 1946. Principals, English heads, social studies heads, and other school officials were invited to attend the initial broadcast. Since that time, the program has been presented before assemblies at all nine high schools in Seattle, as well as before numerous other high schools in the Seattle area.

One of the features of the arrangement, that is perhaps unique, is the fact that the half-hour broadcast is transcribed during the week in a regular high school assembly, and is released "at a more convenient time" on Sunday morning.

It was the view of many of the school representatives that the transcribed method was preferable to a live broadcast, primarily because of the opportunity to check questionable statements, if any were made by students, during the broadcasts. Although, this could

have been done, it is interesting to note that in no broadcast has there been a statement made to which anyone, either from the school or the station, wished to take exception. However, it doubtless was a worthwhile safeguard.

A second value of the transcription arrangement is that the discs, after being broadcast, are made available to the classroom teachers for further use in the English or social studies classes.

According to the producer, Bob Hurd, "the time break-down is approximately as follows: Introduction by announcer—one minute; opening remarks of moderator, pledge of allegiance to the flag by the entire assembly, brief interview with the four principals—between four and five minutes; close—one minute. This leaves about twenty-one or twenty-two minutes for discussion of the three headlines. This is divided approximately evenly between the panel and the audience, seven minutes per question."

The questions to be discussed are selected by Millard Ireland, moderator of the program, and one of the news editors of Station KOMO. The general issues are given to the school three or four days to a week in advance of the program. Topics which fall into the category of current "headline" news—international, national, state, or local—may be selected. Social studies classes of the school scheduled for the broadcast study and discuss the topics. It is important to recognize that the comments of the four participants are not written as script or memorized. The talks, or answers, are definitely extemporaneous. In order to insure the extemporary quality of the broadcast, specific headlines are, of course, selected at

the last possible moment before the program.

The mechanics of the broadcast are relatively simple. Four principals and two alternates are selected by the school doing the broadcast. They are asked to include persons of different sexes and contrasting political viewpoints. The four principals report to Mr. Ireland on stage one hour before the program.

Students in the audience are asked for their opinions only when they volunteer. As is usually the case, when there is a group within the student body which has been especially prepared to participate in the discussion, it is placed in the front-center section of the auditorium.

The stage set-up is equally simple. Three tables and a number of chairs are required. The station furnishes the backdrop for the broadcast. To do this, and handle other mechanics, the school stage crew is asked to report to Mr. Hurd on stage one hour before the program.

The school public address system is used where possible. No separate microphones are used for the public address, the entire program set-up being fed to the school amplifier. The mike crew must report to Mr. Vandermay, the engineer, on stage, one hour before the program.

The Student Council president, or a similar student officer not a member of the discussion panel, is asked to lead the audience in the pledge to the flag during the program. He is required to report to Mr. Hurd one-half hour before the program.

The total time required for the necessary preliminary instructions to the audience, and the program itself, is approximately forty-five minutes. If the assembly period is longer, the remaining time is taken up in a forum discussion of the topics used on the broadcast, or on the subject of radio programming.

Mr. Hurd, the producer, and Mr. Vandermay, the engineer, make a preliminary survey of the school auditorium a day or two before the program. Any details not clear with the students, administrators, or the radio personnel are discussed at that time.

The Junior League's part in the show is to handle all schedules, arrange assembly details, and assist the station and the schools in program publicity and production. As previously men-

tioned, the program idea was suggested to the schools and the station by Mrs. Carl Jensen, the then radio chairman for the Junior League. [Mary Jean Jordan is now radio chairman.] The show patterns a similar broadcast, sponsored by the Junior League of Los Angeles, aired in the Southern California area.

Now that the series has been in operation for a sufficient period of time to permit ironing out most of the "bugs" and to evaluate the experience, the schools, the Junior League, and the station are entirely in accord in expressing satisfaction.

Certainly, *Youth Views the News* is a distinctly valuable contribution to local radio. It is a "stand-out" among many fine educational programs done on local stations. The broadcast offers the listening public an opportunity to hear expressions of opinion made by students in the schools. Thus, the general public becomes aware of the fact that local schools are alert to current problems, and that the processes of education are dealing realistically with vital questions of the day.

In addition to the experience value to the participants, the opportunity given the students in the school assembly to "watch the mechanics" of a radio broadcast is of real significance. Without a doubt, each student, after such a listening—and watching—experience, is a much more intelligent radio consumer.

Such a cooperative project as *Youth Views the News* goes far toward making "educational radio" and "public interest" sound and meaningful in the Pacific Northwest.

IRELAND: We believe the opinions of the youth of high school age to be among the least prejudicial and the most idealistic that can be obtained. We are proud to make them public. Now, here's Bob Hurd—

BOB: Youth Views the News will be picked up by KOMO's portable recording equipment during the week at a regular assembly of the student body at Garfield high school, and presented on the air next Sunday, in a delayed, transcribed broadcast. Tune us in again, next Sunday, when Youth Views the News!

SOUND: APPLAUSE TO TIME . . . AND OUT.

WILLIAM LADD: former director, Radio Workshop Studio, Seattle public schools, who, on April 1, accepted the post of assistant director of programs for radio, University of Washington, Seattle.

Standard School Broadcast

The music of the American stage—minstrel songs, operettas and Broadway musicals—forms the basis for the final period on the Standard School Broadcast's 1946-47 course.

The period, which began on March 27 and runs through April 24, presents a study of music which is well-known and popular with students. Included on successive Thursdays are the compositions of Stephen Foster, Gilbert and Sullivan, Victor Herbert, Rodgers and Hart, and other representative composers of ballads, light operas, and musicals.

With the April 24 program the Standard School Broadcast will recess until October, when the 1947-48 course, the twentieth annual presentation, will begin. The program is a weekly NBC Pacific Coast feature.



Producing Youth Views the News at Ballard high school, Seattle [l to r] BILL VANDERMAY and PAUL ROEGRER [engineers], BOB HURD [producer], MILLARD IRELAND [moderator], BOB BIVINS, JEAN AUSTIN, VIC OLASON, and LEONTINA PETERSON [Ballard students].

Radio's Impact on the Underprivileged Pupil

The article which follows was taken verbatim from an unrehearsed panel discussion devoted to the use of radio as a medium for the teaching of current issues and topics as related to the social studies. The discussion took place before the high school principals of Cleveland, Ohio, December 3, 1946. Its major value lies in its unusual understanding of the reactions to radio of the relatively underprivileged students who make up a considerable element in any large city.—THE EDITOR.

AMONG MY CLIENTS are boys and girls against whom the socio-economic forces have operated with indiscriminate ruthlessness. There are no "type cases" just as there are no "men in the street," but for present purposes we shall select one, name him Walter, and attempt to peer inside him in an effort to see "what makes him tick."

Walter feels left outside the stream of affairs which flows along close to him but always beyond his reach. He looks at the game of life through a hole in the high board fence when he yearns to be in there pitching. He is an "outsider" and therefore he suspects those whom he regards as "insiders." Neither his inner or outer world is satisfying, so he seeks a dream world of movie glamour, lurid fiction, violent action—anything sufficiently vivid to provide escape. All his life he has felt insecure; there have been too many ups and downs in his social situations, too many breaks in the rhythms of existence. He has a chip on his shoulder and nothing knocks it off more quickly than change—any change in his expectancy.

His emotions are raw tissue; it is as if he wore his skin inside-out to suffer abrasion at contact.

He is quite uninhibited, expresses inner perturbation with apparent violence—his group may descend upon you with such unrestrained exuberance you think the room will burst its seams. Something went wrong—perhaps at home, on the way to school, in the halls; you had put up an extra map and he thinks you are concealing a test which you are going to spring on him—or it may be one of a dozen other things. But whatever it is, it is highly con-

tagious—you doubt your ability to get the situation in hand. Perhaps this is it—perhaps the day has arrived when you can no longer do it. You implore the Lord to take time out from the greater confusions and give attention to yours . . . Please do not allow them to get away . . . not today . . . you will do almost anything if He will help out just this once. You have asked some of your colleagues whether they have to call in the forces of the Almighty. They do.

The classroom is in extreme disorder. Guided by instinct you go into action—raise one eyebrow at one boy while you lower the other at another; make a friendly gesture with one hand and a fist with the other. Slightly before [you hope] schizophrenia claims you for its own, a partial answer to prayer comes through—the situation goes from fissionable to fluid.

Now, how will Walter react when you hang out a kilocycle shingle—give him a single sense medium and expect him to absorb and retain understanding of one of the interlocking events of our tremendous era?

You have told him about it in some detail—written terms and explanations on the blackboard—but he has two strikes on you. He may have forgotten that it was even mentioned, then, he is so amazingly democratic. The emotional snarl he is wound into is as important to him as world-shaking events are to you. If Joseph Stalin were to part the iron curtain or the Sphinx were to do a yodeling act it would be all the same until his affairs are straightened out. And that last depends on you. If you are sufficiently master of human relations and the time element is on your side he will calm down so that you may hear the ticking of the clock before the cast comes on. You are on the spot if, for mechanical reasons, the reception is poor. Walter then loses faith—he has been quieted to hear a broadcast and now there is no broadcast. You learn to say, "If all goes well we shall have a broadcast." Reserve all positive statements until it is finished if you wish to stand well with Walter.

Assuming that the cast comes through, it still depends upon you to make it click. Do not sit at the desk and

relax—Walter will relax also—ease himself into a funny book which is concealed in his notebook for just such occasions. Stand with tension if you wish him to listen. He is much more apt to do as you do, not as you say, so place yourself in a learning situation and remain there.

Walter will sneer if there is much "gingerbread" at the opening and closing of the program, but he does appreciate radio courtesy because in his life not enough people have said, "thank you," and he likes the sound of it.

He believes what he hears on the air and if the same person presents a program over a period of time with a sustained pattern, Walter grows fond of him. He likes the radio well enough to love using a dummy microphone, hiding behind a curtain for a fellow student to put him "on the air" with enough of showmanship to cause Orson Welles to look to his laurels. He will fight for the privilege of acting as the announcer or failing that will work like a Trojan that he may give his report as a great man speaking to the people.

If the tempo of the radio speaker is too fast he becomes completely lost and behaves so badly you wish you dared turn the radio off. Words must be clearly and slowly spoken with no slurs—Austria must not sound like Australia and key words and ideas should come out with clarity.

Walter can take a few notes if simple factual items occur but does not do well next day in a test unless he undergoes further briefing. He has difficulty when two points of view are presented; his thinking grays over to the center or he asks you to settle the issue. The class period frequently ends before he is in the clear. And when it does, he registers the irritation of futility. His sense of humor is his own—he can twist a harmless remark into something the broadcaster by no means intended. References to the boy-girl situation result in atmosphere-shattering guffaws and on occasion you have vowed never to use the radio without knowing in advance what its offering was to be.

Despite all of the drawbacks, and they are serious, Walter sometimes experiences a flash of fire—a sudden in-

sight—one of the intangibles not to be measured or tested. Like the day we were moved to list the names of the ten finest persons of all time. A sixteen-year-old boy tiptoed to the desk to ask

in a whisper if we thought God could get on the list. In a whispered voice we opined that He could.—VERA J. CHIDSEY, Fairmount junior high school, Cleveland, Ohio.

Noteworthy Programs

CBS Presents Outstanding Documentary

"The Eagle's Brood," a special one-hour documentary, was presented on the nation-wide CBS network on March 5, 10:00 to 11:00 p.m., EST.

This unique broadcast featured Joseph Cotten in a hard-hitting script written by Robert Lewis Shayon. The show, which dealt dramatically and unflinchingly with the problem of juvenile delinquency, presented data which the author had gathered during a three-month, 9,000-mile tour of the United States.

Unfortunately, juvenile delinquency, especially in its most sordid details, is little known and less understood by the public at large. In fact, too many who do know something about the situation are indifferent. It takes courage to present to public view some of the seamier sides of life in the United States, and CBS is to be commended for its courage in cancelling commercial commitments at one of the best of the evening listening hours in order to bring to the greatest possible listening audience in the most dramatic way available this dark blot on the face of democracy.

Mr. Shayon was not satisfied with merely presenting the problem, but indicated the logical solution—prevention. Our nation spent huge sums to protect us from enemies from without. Is it willing to invest proportionately modest sums for equally serious internal problems? The word "invest" was used deliberately because it is clear that when the causes of juvenile delinquency—wretched housing, under-paid teachers, antiquated penal systems, and all the rest—are corrected, the present costs of crime, both direct and indirect, will be substantially reduced.

Radio, because of its dramatic power to influence attitudes, change buying habits, and develop appreciations, constitutes one of the most important inventions of the present century. Too little has been done so far in bringing its impact to bear on vital problems. It will be interesting to see what effect

"The Eagle's Brood" will have on our future.

It is to be hoped that the program will not be buried with one rendition. "The Eagle's Brood" should be re-



ROBERT LEWIS SHAYON, CBS producer-director-writer, who wrote and directed *The Eagle's Brood*, and was also author of *Operation Crossroads*.

peated on the network. It should be made available for repetition on local stations and transcriptions of it should be loaned to civic groups, to legislative bodies, to schools, to parent-teacher organizations, and to others so that the entire nation will be informed and aroused as to juvenile delinquency, its causes and cures.—TRACY F. TYLER.

Engineers Have Ideas Too

What has proved to be the best program idea of the year was conceived and executed by two engineers of Station WOSU, Ohio State University. It began when Stan Egbert and Charles Boehnker volunteered to give up their Christmas day holiday and keep the station on the air from 8:00 a.m. to 6:15 p.m. using nothing but good recorded music. The listener response far exceeded expectations. With very little

advance notice, listeners discovered the program and the station received dozens of telephone calls together with some two hundred letters of appreciation.

The success of the Christmas venture gave the radio operators another idea. They noted that the Sunday morning listening fare was pretty barren for music lovers. To improve the situation they agreed to put the station on the air from 9:00 a.m. to 1:30 p.m., the regular sign-on time for Sunday.

Four and one-half hours of continuous music, chiefly orchestral, with less than six minutes of announcer's talk seemed to be inimical to accepted ideas of good program balance. One local radio man suggested that we must be crazy even to try it. Yet we did try it, and results have been overwhelming. Several hundred unsolicited letters of appreciation rolled in. On one Sunday, the announcer included a one-sentence request for reaction to the program, and the station received nearly six hundred cards and letters within two days from Ohio, several bordering states, and even Canada.

Maybe it pays to do a crazy thing occasionally.—W. H. EWING, program supervisor, Station WOSU.

KDKA Science Quiz

The annual School Science Fair at Pittsburgh's Buhl Planetarium is again being featured by the School Science Experts' radio quiz program every Sunday for seven weeks over Station KDKA at 4:30 p.m. The opening broadcast was on March 16.

This year's science fair marks the eighth annual exhibition of science demonstrations planned and built by high school students of Western Pennsylvania. It will be held at the planetarium, April 19 to May 3.

During the KDKA science quiz broadcasts, each school system—public, parochial, county, and independent districts—will be represented by top-flight science students from the twelfth grades.

Each Sunday the quiz winner receives a gold science key, and on Sunday, April 27, the six winners will fight it out for the "championship" title. Ed Young, KDKA production chief, serves as moderator on the quiz programs.

Carnegie Institute of Technology scholarships will be awarded radio quiz competitors who, in the opinion of

Tech officials, have the best high school records, highest aptitude ratings, and greatest capacities for success.

The Fair is again being sponsored by the Buhl Planetarium, the Pittsburgh Press, and the Associated Science Groups. Any high school science student from twelve through eighteen may compete for honors, prizes, cash, and gold keys, in addition to a chance at

college scholarships or industrial jobs.

Twelfth grade award winners will be invited to take the Civic Club Tests for Exceptionally Able Youth. College scholarships are available for those who excel in the tests and who are recommended to the colleges by the Allegheny County Joint Committee on Scholarship Aid, on the basis of science aptitudes plus good high school records.

January *AER Journal*; and the Association for Education by Radio.

At the opening session on the afternoon of February 27, in Norman, John W. Gunstream, president, Southwestern Region, AER; Dr. Royden Dangerfield, administrative assistant to the president, University of Oklahoma; and Dr. Sherman P. Lawton, coordinator of radio, University of Oklahoma; welcomed those in attendance on behalf of the three sponsoring agencies. Discussion that day centered around "Increasing the Effectiveness of Radio Advertising," "Cooperative Programming," and "United States Radio and the World."

All sessions on February 28, March 1, and March 2, were held in Oklahoma City. Sectional meetings on Friday morning discussed various types of programming. The afternoon general sessions were on "Public Relations and Promotion" and "Programming by Schools for Commercial Stations." The evening session was devoted to "The Radio Commercial."

Sectional meetings were held Saturday morning and afternoon, followed by a general session in the evening on "Sportscasting."

The Sunday morning program opened with a joint breakfast for members of the AER and Alpha Epsilon Rho. This was followed by sessions on "School Training for Radio" and "Continuity." A session in the afternoon on FM brought the Conference to a successful close.

The following additional topics were discussed in general or sectional meetings or in breakfast, luncheon, or dinner meetings:

Hill-billy programming
Announcing
Selling local programs
Farm programming
Recorded popular music programming
Audience participation programming
Management problems
The role of audio media in audio-visual instruction
Community resources in programming
Audience attitudes and measurement
Television
Radio news
The woman broadcaster and the manager
General advertising problems
The function of a university in radio research

Pontiac Conference

The principals of the Pontiac, Michigan, schools sponsored an audio-visual conference, February 21, in Pontiac high school. School was dismissed that

Local Association Activities

Klamath Falls, Oregon

A new Oregon Chapter, the State's second one, was organized on the fourth birthday of the Portland Chapter at Klamath Falls, gateway to Crater Lake National Park.

For three days, January 27-29, a Radio Institute was held for principals and teachers of Klamath Falls and the entire county. The workshop sessions, sponsored by the Oregon State System of Higher Education, were conducted by James Morris, director, Station KOAC, Corvallis; and Mary Elizabeth Gilmore, AER Pacific Northwest presi-

dent, and director, Station KBPS, Portland.

The enthusiasm of the group grew like "Topsy" and by the third day several agreed that the best way to promote the growth of interest in education by radio would be through AER. Sixteen members of the workshop went into a huddle and organized the Klamath Falls Chapter with the following officers: Joe LaClair, president; Martha McLaughlin, vice-president; and Chuck Woodhouse, secretary-treasurer.

Welcome to our new Oregon Chapter!

Events in Review

St. Louis District Conference

"Radio in Education" was the theme of an in-service conference held in St. Louis, February 28, by the St. Louis District, Missouri State Teachers Association. All schools were closed so that the more than 3,000 teachers would be able to attend.

At the morning general session, Robert B. Hudson, CBS director of education, presented an address on "The Social Dimensions of Radio." This was followed by a panel discussion of "Radio in Education" with Philip J. Hickey, St. Louis superintendent of instruction, as chairman. Participants were: Vierling Kersey, superintendent of schools, Los Angeles; Harold B. McCarty, director, Station WHA, University of Wisconsin; and Dr. James W. Clarke, minister, Second Presbyterian Church, St. Louis.

The speaker at the noon luncheon was Mrs. Kathleen N. Lardie, AER president.

The afternoon program consisted of five concurrent sessions: "Radio: a Medium in International Understand-

ing"; "Radio: a Challenge to High School Teachers"; "Radio: a New Approach to Elementary Education"; "Radio and Television: a Demonstration of Equipment"; and "Audio-Visual Aids: a Factor in Music Education." Out-of-town speakers included: Marguerite Fleming, South high school, Columbus; Leland Jacobs, Ohio State University; Warren D. Allen, Stanford University; Russell Morgan, Cleveland public schools; W. Otto Miessner, Chicago; Hans Rosenwald, Chicago; Mrs. Lardie; and Mr. McCarty.

Following the afternoon sessions, those attending the conference were guests of the St. Louis Symphony Orchestra at a special concert directed by its conductor, Vladimir Golschmann.

Oklahoma Conference

"Programming to Meet Current Needs," was the theme of the Annual Radio Conference at the University of Oklahoma, February 27 to March 2, inclusive. The Conference was under the joint sponsorship of the University of Oklahoma; a national committee, the names of which appeared in the

day for all pupils except those participating in the demonstrations.

The morning session was devoted largely to a consideration of visual aids and featured as guest speaker, Dr. Edgar Dale, professor of education, Ohio State University, and author of a favorably received new book in the field, *Audio-Visual Methods in Teaching*, which was reviewed in the March *AER Journal*.

The afternoon session stressed the importance of radio in the lives of young people and its effectiveness as a classroom tool. Harold B. McCarty, director, Station WHA, University of Wisconsin, was the featured speaker, his remarks being titled, "Radio, the Fourth R."

The three hours between sessions were filled to overflowing with opportunities to attend pre-views of educational films, to hear recordings in various subject areas, to visit classroom and commercial displays which completely filled one of the school gymnasiums, and to watch radio workshop demonstrations of programs regularly broadcast by Pontiac high school students for in-school use at various grade levels. Two programs, "The Singing Windows" from the series, *Within Our Land*, and "Little Squeegy Bug" from *Through the Magic Gate*, were each demonstrated twice to insure that all who wished to do so might observe them.

It is the expectation of the committee which planned the conference that its marked success will lead to a series of in-service training courses for Pontiac teachers.

Program Balance Check Needed

A staff of consultants on the content and balance of radio programming service should be added to the staff of the Federal Communications Commission in the opinion of the Wisconsin Better Listening movement. This Wisconsin group, having no connections whatever

with the radio industry, has approved unanimously and sent to the chairmen of the appropriate Congressional committees the following communication:

We represent some sixteen civic organizations. The largest of them, such as the Federation of Women's Clubs, the American Legion Auxiliary, the Wisconsin Congress of Parents and Teachers, give information about the quality of radio programs to their members throughout the state.

We are concerned about the over-all radio fare, much of it distorted in the daytime and shallow in the evening. It seems to us not in the public interest to fabricate a nation of people molded to such patterns.

It is our understanding that, while the Federal Communications Commission has a large staff concerned with the technical details of radio operation, it has few, if any, people on its staff with any expertise in radio programming, or knowledge of the programming fare which stations generally are offering.

We therefore respectfully suggest that, since the outpouring of programs itself is the end and purpose of all the elaborate radio equipment in the nation, a staff of consultants on the content and balance of programming service be set up in the Federal Communications Commission, so that members of the Commission themselves may be informed of what is going on in radio throughout the country.

The Better Radio Listening Convention which framed the communication noted that there are many more applicants than there are airwaves to accommodate them in the present AM band. Thus, convention members were convinced, the FCC must have a complete knowledge of the programs that have been offered if it is to discharge its obligations to determine which stations operate in the "public interest, convenience, and necessity." On the other hand they were quite insistent that their proposal was not to be confused with censorship [the excluding from the air of a program or programs that have been judged, before the time of broadcast, to be unworthy].

Whereas censorship would be abhorrent to the petitioners, they were convinced that reasonable criteria should be established and applied impartially to all stations by the FCC so as to determine the degree of true service that each renders to the public.

The award, a beautiful loving cup, was an appropriate recognition of the high quality service which the Workshop has rendered to the youth in the Pontiac area.

Sacramento

With radio becoming an indispensable tool of education, Station KFBK, McClatchey Broadcasting Company, Sacramento, California, has started a series of special in-school broadcasts every school day afternoon at 1:45, called *KFBK Goes To School*.

Each day's program is different.

Monday's is *Knowledge Bee*, a quiz program on subject material covered in the classroom, answered each week by a class sent to the KFBK studios from some school in the county.

Know The News, on Tuesday, is a current events program, featuring student newscasters. *Storybook Land* on Wednesdays is a story program for youngsters, students themselves being "the Storybook Lady." Thursday's series is *One Man's Destiny*—a series of dramatized biographies intended to stimulate reading in the field of biography, and Friday's is *Capital Caravan*, in which two students interview some public official on the operations of his office.

KFBK Goes To School was arranged in cooperation with the audio-visual departments of the Sacramento city and county schools. It is the outgrowth of two recent KFBK Radio Summer Schools in which both city and county teachers were given suggestions on how to use radio more advantageously in the classroom. Lessons from the air are being utilized wherever alert teachers manage to bring radios into their classrooms. But such programs have been few, so *KFBK Goes To School* was designed as one answer to the problem.—BRADLEY RITER.

KDKA School of the Air

A complete, well rounded promotional program has played an important part in the development of the "KDKA School of the Air," five-day-a-week educational series now in use throughout the Pittsburgh Westinghouse station's area.

Joseph E. Baudino, KDKA general manager, pointed out even before the new educational program went on the air that a strenuous promotional aid would have to be given to make the program known to regular listeners

Broadcasts for Schools

Award to Pontiac

The Pontiac high school Radio Workshop recently won the B'nai B'rith 1946-47 award for the most outstanding contribution by a youth organization within its locality.

The Pontiac Workshop, under the direction of Ola B. Hiller, has, for

several years, been serving the schools of the area with radio broadcasts for classroom use. During the past two years its series for secondary school listening has stressed intercultural relationships and promoted understanding and friendship among peoples of all races, nationalities, and creeds.

and to keep the teachers and school authorities constantly aware of the value of the series.

Some opposition to this new type of educational aid was expected from the more conservative teachers, and a certain inertia from the more modern—even though the program was adopted in cooperation with school authorities.

With this in mind, KDKA early planned a quiet, dignified, but active type of promotion. The story of the "School of the Air" was to be told to the general public and it was to be presented to teachers and school authorities in a manner that would interest each specific group.

Special stories were sent out to metropolitan papers, to country dailies and weeklies, to suburban papers, to local magazines, and to the various educational publications.

Every effort is made to promote interest in the "School of the Air" through the general public interest in radio itself. Teachers are invited to the KDKA studios to watch rehearsals and actual broadcasts of the program, and discussions are held before and after each broadcast. Numerous school children visit the studios to watch the broadcast, or to participate in it. While visiting schools and educational offices, KDKA's educational director, Robert E. White, invites the schools to send groups to the "School of the Air" or other broadcasts.

Another method used to promote the program not only to students and teachers but to the general public was that of a tie-in with the *Pittsburgh Press*, a Scripps-Howard newspaper with a 450,000 Sunday circulation.

Using one of the series, the art program, the *Press* carried a full page on the subject in the Sunday rotogravure section. The particular topic used was that discussed the following day. The reader was advised to tune to KDKA to hear a further discussion of the topic.

The *Press* carried the series for 10 consecutive weeks.

Special broadcasts are often held in the schools. Generally the schools hold an assembly of all the students to watch these broadcasts.

Visual exploitation of the "School of the Air" is constantly made use of. An extensive file of photographs of the program, along with other material, is used in telling the story.

Portable displays are exhibited in

office buildings in downtown Pittsburgh where they are seen by thousands daily. During educational conferences in Pittsburgh an exhibit of the "School of the Air" is displayed for visiting teachers.

To supplement KDKA's promotional work on the "School of the Air," and to make the local educational groups even more conscious of the program, the station organized a teachers' workshop group to train a selected number of English teachers from the elementary and junior and senior high schools of Pittsburgh.

Objectives of the workshop are two-fold: first, to improve the utilization of the educational program in the classroom, and secondly, to enable the teachers to organize radio workshops in their schools and develop talented students in the fundamentals of writing and dramatics. The most promising of these students are given further training by KDKA personnel and are afforded an opportunity to participate in the "School of the Air" programs.

Two-hour sessions are held in the KDKA studios weekly from October through May. The workshop is under the direction of Mr. White, and during the course of the sessions various personnel appear before the group.

Director White is constantly telling the story of KDKA's educational work before various groups. He speaks to numerous schools, to PTA groups, to county and independent school associations. To help in the utilization of the program he regularly visits classrooms while they listen to the "School of the Air" and aids the teachers in the most effective use of the program.

Educational Program Promotion

Before a capacity crowd in Portland's Benson high school auditorium,

lovely Mary Jane Pitts thrilled the studio audience with her outstanding performance as leading lady in the radio dramatization of *Alice in Wonderland* broadcast by station KGW on Saturday morning, October 19.

Mary Jane, a 13-year-old high school freshman, was selected from 111 contestants under 16 years of age, who vied for the title role of "Alice" and the accompanying 4-week radio contract with professional pay.

The contest was sponsored by radio station KGW in cooperation with the Portland Junior League and the Portland Library Association in an effort to promote children's interest in the *Reading is Fun* program released at 9:30 a.m., every Saturday for juvenile education and enjoyment.

With the approval of Dr. Willard B. Spaulding, superintendent, Portland public schools, the contest and radio broadcast were publicized in all grade schools and high schools of the city. Metropolitan newspaper columnists gave their whole-hearted support and cooperation in stimulating public interest in the contest and radio show.

For the benefit of the large teen-age audience, KGW costumed all players in the initial broadcast of the 4-week *Alice in Wonderland* dramatic serial.

The judges were unanimous in their selection of Mary Jane Pitts for the juvenile lead. All other parts were played by professional radio actors.

Tom Swafford, KGW program producer; Harold Hunt, amusement editor, *Oregon Daily Journal*; Hilmar Grondahl, drama editor, *Oregonian*; Nell Unger, chief librarian, Portland Public Library Association; Mrs. Walter Graham, president, Portland Junior League; and Don Mayre, director, Portland Civic Theater; served as judges for the contest.

Idea Exchange

Klamath Falls, Oregon

The Division of Radio Speech, Klamath Union high school, under the direction of Chuck Woodhouse, offers a course in the fundamentals of radio speech and broadcasting techniques for selected students and supervises the activities of the Script and Microphone Society, an advanced group of radio students.

Class work in radio includes the study of the fundamentals of radio

broadcasting. Each student in the class writes and announces at least one show, and students assist one another. This group presents the weekly *Pelican* broadcasts which emanate from the KUHS auditorium, and this is the first and only show in the Klamath area with a thousand free seats.

Radio speech students who show achievement, ability, and evidence of responsibility are selected for membership in the Script and Microphone

Members of this group are given assignments which consist of individual broadcasts over both stations, KFJI and KFLW, public address work in the school, and projects on the recording equipment.

The Division supervises about four shows per week. The recording unit will permit expansion of this schedule.

Both radio stations of this city maintain direct wire service from the school and many remotes are carried. One of the proposed remote jobs will be a fifteen-minute broadcast in the school cafeteria at noontime with emphasis placed on student hot lunches at reasonable prices, nutrition, and interviews between bites.

An annual award is made each year to the outstanding student in radio speech.

Lohnes Presents Legal Angles

Horace L. Lohnes, prominent Washington, D. C., radio attorney, was one of the headline speakers at the Georgia Radio Institute, November 22. His topic was "Legal Aspects of Broadcasting." Mr. Lohnes, who, through long experience with the FRC and FCC, has a thorough knowledge of the legal angles of the radio industry, took his audience from the time the first Congressional act governing radio communications was passed on June 24, 1910, through the development of the complicated code of today. He pointed out how the FCC's virtual censorship grew out of the small number of frequencies available in proportion to the number of applicants.

Mr. Lohnes emphasized, however, that there is one technicality in the present law that has never yet been defined by the courts. It is that "the Commission shall consider public interest in the issuing of licenses." Should it be against the public interest to require stations to give a listing of their programs in advance, this censorship could be abolished, he contended.

"The Radio Act which gave birth to the FCC prohibits censorship, but to do away with the present-day practices, the violation of this clause must be tested. But the only real remedy to the situation is through legislation, for the legal bases of radio are limited to the past," Attorney Lohnes concluded.

The Georgia Radio Institute, which met for the first time at the Univer-

sity of Georgia, Athens, November 21-22, was held under the joint sponsorship of the Georgia Association of Broadcasters and the Grady School of Jour-

nalism, University of Georgia. Those attending the 1946 Institute voted unanimously to make the meeting an annual affair.

A "Who's Who" of Our Officers

THE SEPTEMBER AND DECEMBER ISSUES of the *AER Journal* included sketches submitted by eight of our present national officers. Available space makes possible at this time the resumption of this department through the presentation of the following data:

Mary Elizabeth Gilmore, president, Pacific Northwest Region, AER, is in charge of radio activities for the Portland public schools and is program manager of Station KBPS, the only standard broadcast station in the United States now owned and operated by a public school system.

In this position, Mrs. Gilmore works with teachers, principals, supervisors, and radio executives in planning and producing educational broadcasts from both KBPS and the commercial stations. Many of these are weekly series of programs designed for classroom listening to supplement the course of study in the seventy Portland elementary and high schools. Radio productions under her direction have been awarded recognition by the School Broadcast Conference, Chicago; and the Institute for Education by Radio, Ohio State University.

She gave assistance with the preliminary preparation and operation of the 1944 and 1945 KOIN Radio Institutes, which attracted some five hundred Pacific Northwest educators. In addition, for the past four years she has conducted a Radio Workshop for teachers during both the fall and winter quarters of the Portland Public School In-Service Training Program.

Mrs. Gilmore was born in Sioux Falls, South Dakota, and received her B.A. in speech and political science from Carleton College, Northfield, Minnesota, in 1928. She has done graduate work in radio, speech, and education at the University of Oregon and Reed College. For eight years before marrying and moving to Portland, she was head of the speech department in Washington high school, Sioux Falls. In 1933, she coached the national extemporaneous speaking champion and in 1935, the national debate champions. The championship debate between Sioux Falls and Los Angeles high schools was broadcast over the Columbia network from Station WGAR, Cleveland.

A charter member of AER, Mrs. Gilmore was one of the Oregonians instrumental in organizing the first state AER organization and served as the first president of the Oregon AER, 1943-45. She was elected president of the Pacific Northwest Region in April, 1945, and, since then, has been a member of the national executive committee. In addition, she is a member of Delta Sigma Rho, Delta Kappa Gamma, National Education Association, National Forensic League, PEO, and AAUW.

PEO, and AACW.

It is the firm belief of Mrs. Gilmore that AER as a local or state organization can serve as a valuable incentive in bringing together those interested in radio in education and can implement the importance of radio as a means of modern education.

Richard H. Reeve, president, South-western Pacific Region, AER, holds an M.A. degree from Stanford University and a Ph.D. from the University of California. Dr. Reeve writes that he has been instructor, Department of English, Sacramento College, since 1931. He served as producer and emcee on the weekly series of College programs over Station KROY, 1938-43. He was a student at the KFBK Radio Summer School, 1945; and served as instructor in radio production and writing, Adult Evening College, Sacramento—held in the studios of KFBK—1945-46. In 1945, Dr. Reeve served as the first president of Sacramento AER.

During his vacation last summer, the Southwestern Pacific Region President went East where he visited friends and enjoyed the opportunity of attending various network rehearsals and shows in New York. In this way, he reported, he learned something more about commercial radio at first hand.

AER Financial Statement

December 31, 1946

ASSETS	
Cash in bank	\$2,937.44
Accounts receivable	9.92
Total	\$2,947.36
LIABILITIES AND CAPITAL	
Regional dues payable	\$ 342.35
Reserve for promotional expense	327.50
Surplus	2,277.51
Total	\$2,947.36
INCOME	
National dues	\$ 790.24
Journal sales	2,010.30
Income from advertisers	1,884.88
Book service	350.21
Total	\$5,035.63
EXPENSE	
National organizational expense	\$ 558.62
Magazine printing	2,847.58
Postage and parcel post	975.51
Office expense	548.79
Stationery supplies	199.30
Advertising	142.75
Book service	244.20
Bank charges	12.20
Miscellaneous	51.00
Total expense	\$5,580.01
Net loss	544.36

\$5,055.00

Reviews

Education on the Air, 1946. Edited by I. Keith Tyler and Nancy Mason Dasher. Columbus 10: Ohio State University. 1946. vii + 524 pp.

A review of *Education On The Air, 1946*, the Sixteenth Yearbook of the Institute for Education by Radio must, in a limited sense, be a review of the Sixteenth Institute itself, since the book is a report of the proceedings of that meeting.

The first major division of this volume deals with "Radio's Post-War Responsibilities," including sections on "Radio and the International Scene," "Radio Faces The Future," and "The Social Responsibility of Radio." These areas of discussion are well organized, thus indicating effective procedural organization at the Institute itself, and equally important to the reader of the book, they are well reported, suggesting that the participants were either encouraged to submit their own papers, or to correct stenographic reports.

Although China, Australia, and Egypt are represented individually, all speakers seem to be in basic agreement that so long as narrow nationalism and the interests of individual nations are served by the radio stations of those nations, so long as there is no truly international radio, misunderstanding will be as effectively promulgated by radio as has in past decades been the case with other media.

This reviewer was pleased to find provincialism and insular thinking scored, and, by implication at least, agreement that we must increase our international broadcasting activities at this time, when it is essential for us to compete in the marketplace of ideas on a basis which is not selfishly nationalistic, but is devoted to the ideal of complete freedom in the exchange of points of view.

It is encouraging, too, to note that underlying the reported discussions is a growing awareness that the old cliché "words are weapons" no longer applies, and that it is ideas, not words, which will now constitute the heavy artillery of international broadcasting.

If we agree with Archibald MacLeish and others who hold that the people are wiser, over the centuries and generations, than those who think themselves wiser than the people, then it is upon the basis of people speaking to people rather than governments to governments, that our system of international communications must be built. International intercourse is a part of the everyday concern of all the people, and foreign policy must less and less be determined by small groups and shielded individuals. Here radio's service is obvious, and although it is not the intention of this reviewer to try to cram the many points of view expressed into a single ideological mold, most of these leaders in the field of international broadcasting appear to agree with James Lawrence Fly that in world-wide broadcasting, far more than domestically, our frame of reference must be the principles of freedom, the

belief in the cultural advantages of freely expressed variances, and the confidence that such freedom will work for security.

Section II is devoted to "Radio in Education," with television, FM, and school broadcasts among the sessions reported. The session on "Radio and Adult Education" is reported all too briefly and incompletely, and some readers may feel that television, because of its dramatic nature, has been emphasized out of proportion to its current significance.

The third major section of the book deals with "Problems and Techniques." This omnibus title covers training, research, and special problems.

To the reader interested in fundamental research, the exclusive devotion of the research section to studies being carried on by the industry and its peripheral organizations, will be somewhat disappointing. Obviously, quantitative data are essential, and it is vital for delegates to the Institute to understand the industry's research methods. Since, however, both commercial and academic workers in radio also have a tremendous stake in the use and promotion of qualitative research, many readers will hope for such reports in future volumes.

Some of the "Special Problems" and "Special Interests" sessions are among the most helpful reported in the book. Most of the diverse special interests represented in previous volumes of the Yearbook are reported here, and readers interested in music broadcasts, agricultural broadcasts, and public health programs, will find them discussed.

Education On The Air, 1946, is a volume which everyone concerned with education by radio will wish to have on his shelves. He will refer to it frequently, and will find in it a vast reservoir of authoritative information and stimulating discussion relating to most of his fields of professional interest. He may not read it from cover to cover, but he will return to it again and again over the years.—E. W. ZIEBARTH, CBS midwest education director.

Alpha Epsilon Rho



Beta, Syracuse University—Beta Chapter is undertaking something new in radio for this campus. With a new workshop nearing completion, members plan to start broadcasting ten to fifteen hours a week through WSYR-FM and WFBL-FM.

New members: Nan Thompson, Mary Jane Langden, Tom Decker, Shirley Kew, Doris Knoepke, and Joyce Belanger.

Gamma, University of Minnesota—Gamma Chapter's first president, Marion English, is now teaching in the Speech Department and holds the rank of teaching assistant.

The members of Gamma Chapter are tak-

ing an active part in the production of nine educational and experimental programs each week at Station KUOM, in addition to frequent appearances over Twin Cities' commercial stations.

Eta, University of Alabama—Graylon Ausmus, director, Radio Broadcasting Services, University of Alabama, is a new associate member in Eta Chapter.

Joan Nurenburg is the new secretary for Eta Chapter.

Mu, University of Nebraska—Mu Chapter elected Paul L. Bogen and Romulo Soldevilla to associate memberships.

Theta, University of Oklahoma—Theta Chapter held a breakfast for all Alpha Epsilon Rho members and members of the Association for Education by Radio during the Annual Radio Conference, February 27 to March 2.

New members: Ellen Rowe Brillhart, Dixie Maxine Evans, Duward Goldsborough, Sue Mullen, Gene Paine, Dorothy Raymond, Betty Russell, and Warren Van Brunt.

Iota, University of Utah—New members: Archie Hengly, Alan Frank, Sue McCanel, Keene Curtis, Keith Engan, Bob Deming, Kenneth Jensen, Norma Rae Lees, David Morgan, and Mary Ethel Eacles.

Epsilon, Ohio State University—New members: Edgar Sprague [associate], Margaret Stuvland, Reed Steininger, Charles Schiappacasse, Jr., Alice Jean Remington, Paul R. Markey, Murray Lackhard, Edward Kaufman, Jane Hyatt, Pat Harruff, Sam A. Hanna, Tom Gleba, John R. Ginsler, Gwyeth A. Jenkins, Ann Cheney, Walter I. Avison, Elinore J. Ager, and Kay Shuh.

Nu, Louisiana State University—New pledges: Quintin C. Aanenson, Edwin L. Brady, and Evelyn Braun.

Lambda, Purdue University—At the end of the first semester Lambda Chapter entertained its three graduating members at a dinner meeting. The honored guests were Betty Joan Lynch, Wallis McCormick, and Phil Wygant. Razz awards were presented to the guests by Jim Randall and Clark Pollock. A humorous prophecy was foretold by Clark Pollock. Betty Joan Lynch is teaching speech and dramatics at the Marion, Indiana, high school. Wallis McCormick is employed as a field engineer for Western Union. Phil Wygant is on the announcing staff of Station WBAP, Fort Worth, Texas.

Lewis Emmerich was elected secretary-treasurer to fill the vacancy created by the graduation of Phil Wygant.

During the past month Lambda Chapter directed most of its activities to the transcription which was sent to the National Office by February 25.

The Chapter participated in a campus-wide Valentine Party February 14. Each activity on the campus was represented by some display or presentation. Members of Lambda Chapter conducted interviews with some of the prominent people in the different activities over Station WBAA.

Questions concerning Alpha Epsilon Rho should be addressed to Dr. Sherman P. Lawton, Executive Secretary, Alpha Epsilon Rho, University of Oklahoma, Norman, Oklahoma.

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